Performance Management Courses

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eLearning Network Course Roadmap

This document details a variety of DOP sponsored e-Learning courses that can be used as additional resources for continued work on getting ready for a Performance Management Culture resulting from Washington Works. To enroll in DOP e-Learning courses, please visit the link below and consult with your supervisor or training manager.

http://hr.dop.wa.gov/eln

The Climate for Performance (HR0104)

Human Resources Management Essentials

Overview/Description

This course will provide the learner with the terminology and concepts of the major motivation theories, performance management technology, and learning approaches that enable improved human performance. The course will overview various methods to help in understanding the factors that encourage and inhibit good performance, and which provide several theoretical foundations to analyze, solve and evaluate these efforts to improve performance. This theoretical context will enable learners to understand the purposes and value of many HR-related activities previously covered in other courses in this series.

Target Audience

Business professionals with less than two year's experience in human resources. Non-HR business professionals desiring a fast-track introduction to the business human resources function. Professionals newly assigned to a training or development function. Line managers wishing to improve their knowledge and skills in managing subordinates.

Expected Duration

3 hours

Lesson Objectives:

Motivation

- identify the factors associated with an individual's ability to perform, which is based on knowledge and skills, as it relates to the individual's will to perform, which is influenced by goal-directed drives.
- define common characteristics of Maslow's theory of the Hierarchy of Needs.
- identify maintenance/hygiene and motivating factors according to the Herzberg theory.
- discuss the conclusions of the Hawthorne studies.
- identify organizational characteristics as either belonging to a Theory X or Theory Y classification.

Performance Management

- identify the assumptions underlying the use of performance improvement technology as a motivational tool.
- identify the salient characteristics of performance management technology.
- identify the antecedents (stimuli) in a performance situation.
- identify positive and negative consequences as they apply to desired and undesired behaviors.
- identify defining characteristics of feedback.
- evaluate the effectiveness of feedback delivered in a performance situation.

Training

- recognize the benefits of training or education in the workplace.
- identify the salient characteristics of an effective new hire orientation.
- identify the components of analysis and planning an organization undertakes when assessing training needs.
- describe salient characteristics of different on-site training methods.
- assess examples of effective and ineffective off-site training.
- idenfity the benefits/results of applying any of the seven rules of training.

Management and Organizational Development

- describe the changes that affect management or their development needs.
- identify contributing factors to effective development analysis and planning.
- identify strategies for on-site development.
- identify characteristics of various off-site development strategies.
- identify relevant issues relating to the formal evaluation of development efforts.

Coaching for Performance (LEAD0226)

Going from Management to Leadership

Overview/Description

Barry is new at quality control. He completed three weeks of training, but he has already made two major errors that cost the firm $3000. He's obviously upset and discouraged over his shaky start. If you were Barry's supervisor, what would you do? Situations like this one can cause managers to fret and fuss and begin talking about disciplinary action. However, leaders take a different approach. A leader would take the time to coach Barry and find out what's really going on--perhaps determining that three weeks of training wasn't quite enough. Or perhaps discovering that Barry's mother died recently and he's struggling to concentrate. Or offering to find a mentor for Barry until the situation eases. Taking the time to evaluate a situation and making an action plan is part of the process of coaching for performance that you'll explore in this course. You'll learn when it's appropriate to mentor, train, counsel, or discipline an employee, and you'll be given guidelines and tips on how to perform each of these tasks in the most effective manner possible.

Target Audience

Supervisors, managers, and coaches.

Expected Duration

2.5 hours

Lesson Objectives:

The Leader as a Coach

- recognize the value of effective coaching.
- identify the characteristics of a good coach.
- choose the principles of good coaching.
- select the elements of an effective coaching process.

The Leader as a Motivator

- recognize the importance of effective motivation.
- identify the elements of effective motivation.
- choose effective practices for giving feedback.
- select the elements of a constructive feedback session.

The Leader as a Trainer

- recognize the value of effective training techniques.
- identify the factors in effective adult learning.
- choose the factors of a training-needs assessment.
- identify effective training methods.

The Leader as a Counselor

- recognize the importance of sound counseling techniques.
- identify situations when counseling is appropriate.
- choose the elements of effective counseling.
- apply the elements of counseling to a scenario by choosing opening remarks that are both appropriate and fair, given the situation.

Developing the Cross-functional Team (TEAM0123)

How to Make Cross-Functional Teams Work

Overview/Description

This course focuses on the project manager's role in team development, and on roles, responsibilities and expectations. The course discusses the project manager's role in various stages of team development and facilitates better understanding of how inputs such as ground rules, meetings and training help a team in task achievement. As the project manager, you have to set two levels of expectations. The first is at the collective level, what the entire team has to achieve. The second is at the individual level, where you define each team member's role and responsibility.

Target Audience

Team leaders, project managers, supervisors and managers

Expected Duration

3.5 hours

Lesson Objectives:

Project Manager's Role in Stages of Team Development

- recognize the value of balancing people management with task achievement in the project manager's role.
- identify the project manager's role in the forming stage.
- identify the project manager's role in the storming stage.
- identify the project manager's role at the norming stage.
- identify the project manager's role in the performing stage.

Roles, Responsibilities, and Expectations

- recognize the value of role refinement in team functioning.
- identify the attributes of a mission/vision statement.
- identify the attributes of goals to support the mission/vision statement.
- identify techniques for clarifying formal roles.
- identify which informal role to assume in a cross-functional team.

Effective Management: Performance-based Appraisal (MGMT0141)

Management Excellence: Performance-Based Appraisals

Overview/Description

Anyone who works in an organization is already familiar with employee and management evaluations. And, if you have spent much time with any one organization, you know that the process of evaluating an employee's performance is not always smooth; it takes time, it makes people nervous, and some see it as intrusive or confrontational. Thankfully, this is not the way things have to be. This course will introduce you to the concept of the performance appraisal process and provide you with strategies and procedures that will help you implement this effective strategy in your organization, improving the quality of the organization's mission, values, and achievements.

Target Audience

Senior staff, human resources managers, department and division managers, supervisors, team leaders, front-line staff

Expected Duration

2.5 hours

Lesson Objectives:

The FAQs about PBA

- recognize the value of the performance-based appraisal process.
- identify the elements of an effective performance-based appraisal process.
- sequence the steps necessary to implement the performance-based appraisal process.
- select strategies for getting employees involved in the performance-based appraisal process.

Creating a Collaborative Environment

- recognize the critical importance of creating and maintaining a collaborative work environment.
- discriminate between effective and ineffective interpersonal communication.
- differentiate between intrinsic and extrinsic motivations.
- differentiate between activities that create time and activities that consume time.

Becoming a Performance Manager

- recognize that the value strategies associated with performance-based appraisals contribute to a management style.
- identify actions consistent with effective coaching.
- identify the components of an effective mentoring process.
- identify steps a manager should take when working with a difficult employee.

Potential, Performance, and Empowerment

- recognize the benefits of a performance appraisal process from both business and personal points of view.
- choose strategies to identify an employee's or job candidate's potential.
- identify attributes of the high-performance employee.
- specify situations in which an employee's actions show empowerment

Essential Skills for Tomorrow's Managers Simulation (MGMT0110)

Essential Skills for Tomorrow's Managers

Overview/Description

In business today, managers are moving far beyond the boundaries of traditional directorship. Ever-evolving models require that managers be equal parts teacher, advocate and mentor, fostering the growth of their most valuable asset--personnel.

This simulation assigns you the role of manager to a web development team. As a national-level ISP (Internet Service Provider), I-Spi encourages a forward-thinking, casual environment that holds education and personal advancement as a fundamental tenet. And while the majority of I-Spi's employees recognize the benefits of such a corporate culture, some do not.

This simulation is based on the SkillSoft Series "Essential Skills for Tomorrow's Managers" and has links to the following courses: MGMT0111 and MGMT0113.

Target Audience

Mid to upper-level management and supervisory staff

Expected Duration

0.5 hours

Lesson Objectives:

Essential Skills for Tomorrow's Managers Simulation

- managing performance.

Implementing Performance-based Appraisals (MGMT0143)

Management Excellence: Performance-Based Appraisals

Overview/Description

Have you ever wanted to "take on the world" but had no idea of how to begin? Implementing the performance-based appraisal process in your department or organization is far less complicated than taking on the world, but it does require some strategic thinking and planning. This course provides you with information about the nature and structure of the performance-based appraisal process and the background information you will need to get things up and running. Implementing the performance-based appraisal process in your department may not be as difficult as taking on the world, but, when implemented properly, it can make you feel as though you are on top of the world.

Target Audience

CEOs, COOs, human resource directors and staff, department managers, supervisors, team leaders, employees

Expected Duration

2.5 hours

Lesson Objectives:

The PBA Building Blocks

- recognize the value of a strong foundation for the implementation of the PBA process.
- sequence the events necessary to prepare the department for the implementation of the PBA process.
- identify the elements of a successful performance goal.
- identify appropriate items to be included in a performance-based appraisal portfolio.

Implementation: The Role of the Manager

- recognize the importance of the manager's role in the PBA process.
- sequence the implementation of the PBA process over its first three months.
- differentiate between an observation and an evaluation.
- sequence the activities that make up an annual appraisal.

Implementation: Opportunities for the Employee

- recognize the value of encouraging employees to participate in the PBA process.
- identify activities related to the PBA process that improve performance.
- identify strategies that can be used to help employees evaluate their own performance.
- select activities that will help employees prepare for and participate in their annual appraisal.

Continuous Benefit: PBA in Action

- recognize the benefit the PBA process provides an entire organization.
- identify the benefits of the performance-based appraisal process for the employee.
- identify the benefits of the performance-based appraisal process for the department manager.
- identify the benefits of the performance-based appraisal process for the entire organization.

Knowledge as Strategy: Performance Improvement (KNOW0201)

The 21st Century Learning Curve

Overview/Description

In the 21st century--the Knowledge Age--corporations will see workers as intellectual capital. Workers themselves, rather than just information, will become the resources that allow organizations to respond quickly and effectively to rapid change. Learning is at the core of these demands--whether it's learning a new skill, knowing how to manage existing and new knowledge, or creating organizational structures that support continuous learning. This course introduces learners to a new focus on performance improvement based on knowledge as the competitive advantage.

Target Audience

Managers, supervisors and other employees wanting an introduction to the learning requirements for the 21st century

Expected Duration

3.0 hours

Lesson Objectives:

Continuous Learning

- recognize the importance of continuous learning for the 21st century organization.
- identify the basic trends in performance support for the 21st century.
- identify the changes in organizational structure and management that will result from a focus on performance improvement.
- select management and human resource practices that support treating employees as assets.

Learning in the Corporate Culture

- recognize the importance of the corporate environment for learning that leads to performance improvement.
- identify the elements of corporate culture crucial for performance improvement.
- select the leadership traits and skills necessary for supporting performance improvement through continuous learning.
- identify factors to look for to assess whether an organization has a learning culture.

Taking Charge of Your Own Learning

- recognize the importance of self-directed learning.
- identify the advantages of self-directed learning for the 21st century organization.
- identify the most important aspect of most definitions of self-directed learning.
- identify roles trainers can play in self-directed learning.
- identify the relationship among learning styles, personality traits, and self-directed learning.

Knowledge Management for Competitive Advantage

- recognize the importance of the relationship between knowledge management and performance improvement.
- identify the components of knowledge management.
- choose statements that describe the roles needed for successful knowledge management.
- identify the critical success factors for creating a knowledge management system.
- identify processes of knowledge management.

Motivate and Recognize Employees (MGMT0133)

How to Discipline Employees & Correct Performance Problems

Overview/Description

Every manager faces situations where employee performance is the issue. The hard line is not always the best answer. There is a good case for understanding what makes employees want to work, and for creating an atmosphere where they want to perform well. This course shows you how a motivational approach can boost employee morale and performance.

Target Audience

Managers, supervisors, team leaders and other professionals who would like to counsel and mentor their staff towards improved performance.

Expected Duration

2.0 hours

Lesson Objectives:

Motivating and Recognizing Employees

- recognize the value of the correct principles to develop high levels of motivation among employees.
- identify what managers do to demotivate employees.
- identify common mistakes made by managers.
- identify the factors that cause dissatisfaction among employees.
- identify the factors that contribute to developing a winning team.
- develop procedures for effective recognition.

Preventing Problem Performance (MGMT0161)

Managing Performance

Overview/Description

Obviously, one of the starting points for managing problem performance is to prevent it from becoming so. This is a general part of effective management, focusing on those aspects of the managerial task specific to preventing problem performance. This means employing an effective selection procedure that is based on an accurate identification of the job requirements, and then using the first period of employment to test out the effectiveness of the worker. For established workers, if you want to avoid problem performance, it is essential for employees to see clearly what is expected of them. No employee can be criticized for problem performance when no one has explained to him or her the required standard of work. But telling workers what is expected of them is not the end of the story. Performance management is an on-going process and, to be effective at it, a manager must be skilled in giving feedback, and aware of some of the common problems that most managers encounter in giving feedback.

Target Audience

Managers, supervisors, project team leaders, and human resource professionals who need to deal with problem performance both informally and formally

Expected Duration

4.5 hours

Lesson Objectives:

Choosing the Right People

- recognize the benefits of choosing the right people as a way of preventing problem performance.
- analyze a given situation to identify job design factors that affect performance.
- use selection techniques to prevent problem performance in a given scenario.
- use probationary periods to prevent problem performance in a given scenario.

Performance Expectations

- recognize the benefits of establishing and communicating performance expectations to prevent problem performance.
- describe how motivation is affected by goals.
- analyze a given situation to identify effective performance standards.
- identify the characteristics of effective communication of performance standards.

Giving Performance Feedback

- recognize the benefits of giving effective performance feedback to employees.
- characterize the principles of performance feedback.
- use effective performance feedback techniques in a given scenario.
- characterize mistakes in giving performance feedback.
- avoid mistakes in giving performance feedback in a given scenario.

Removing Performance Barriers (LEAD0224)

Going from Management to Leadership

Overview/Description

You've heard statistics like this before: Babe Ruth struck out 1,330 times in the process of hitting 714 home runs; Dr. Seuss's first book was rejected by 23 publishers before someone took a risk on him; R.H. Macy failed seven times before the famous Macy's in New York was a success. You've heard the statistics before, but have you really paused to consider the implication and impact of such figures? These statistics are factual proof that leaders have a different perspective, do things a little bit differently, try a little harder. Managers see problems and learn to work around them. Leaders engage in barrier-smashing. It may mean challenging an age-old process, throwing out performance appraisals, or taking a huge risk, but all great leaders have to be willing to confront and challenge the barriers that prevent achievement for themselves and the people around them. This course will help you identify and eliminate the barriers you may be experiencing as a leader. You'll be encouraged to do some honest evaluation of your processes and procedures. You'll be asked to question the processes you use for setting standards and tracking improvement, and you'll be challenged to engage in the type of risk-taking and experimentation that Abraham Lincoln demonstrated when, after being defeated in six state and national elections, he was elected to the presidency of the United States.

Target Audience

Supervisors
Managers
Coaches

Expected Duration

4.0 hours

Lesson Objectives:

Barrier Smashing

- recognize the benefit of removing barriers in the systems and processes of the everyday work flow.
- identify types of flowcharts that can be used to examine work flow.
- determine if critical people and core resources are performing to the fullest extent in a scenario.
- identify ways to eliminate waste that occurs in the work flow.

Performance Standards and Measurement

- recognize the value of utilizing standards and measurement as a means of improving performance and removing barriers to achievement.
- identify factors for consideration prior to measurement.
- identify the various categories of indicators that can be used to provide measurement data.
- determine if a leader appropriately develops and implements performance standards in a scenario.

Risk-taking and Experimentation

- recognize the critical importance of taking risks and experimenting when developing yourself as a leader.
- identify reasons why risk-taking is important and beneficial.
- encourage employees to take risks in a given scenario.
- demonstrate commitment to risk-taking in a given situation.

Tracking Improvement

- recognize the benefits of challenging the traditional performance appraisal approach to employee evaluation.
- identify the truths behind most performance appraisals.
- determine if a leader uses appropriate strategies for managing performance in a given scenario.
- use appropriate methods for providing direction to employees in a given scenario.

Setting and Clarifying Standards (MGMT0132)

How to Discipline Employees & Correct Performance Problems

Overview/Description

This course is part of a four-part series teaching the components of effectively managing employee performance and behavior problems.

Target Audience

Managers, supervisors, project team leaders, and human resource professionals who need to counsel and discipline other employees to improved performance.

Expected Duration

1.5 hours

Lesson Objectives:

What Happens When Standards Are Unclear

- realize the value of enforcing realistic standards in an organization.
- identify the categories that help to develop standards.
- recognize different ways of communicating standards.
- identify ways to evaluate the effectivenss of standards.

Why Employees May Not Meet the Standards

- realize the value of getting employees to accept the organization's standards.
- identify the reasons why employees perform below standards.
- identify ways to get employee buy-in to standards.

Understand and Confront Performance Problems (MGMT0131)

How to Discipline Employees & Correct Performance Problems

Overview/Description

This course will help the managers, team leaders and supervisors to understand and confront performance problems. This course gives an insight into why poor performance has to be confronted. It also gives tips on confronting without intimidating.

Target Audience

Managers, supervisors, project team leaders, and human resource

Expected Duration

2.0 hours

Lesson Objectives:

What Happens When Employees Don't Perform

- identify the value of confronting employees with performance problems.
- select examples of poor performance.
- identify the reasons to confront a non-performer at an early stage.
- identify categories of performance problems.
- identify methods to correct employee performance.

How to Confront Employees

- recognize the value of confronting without intimidating.
- identify how to deal with personal emotions while confronting.
- identify the seven steps for confronting without intimidating.